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INTERMEDIATE DIVISION GUIDANCE

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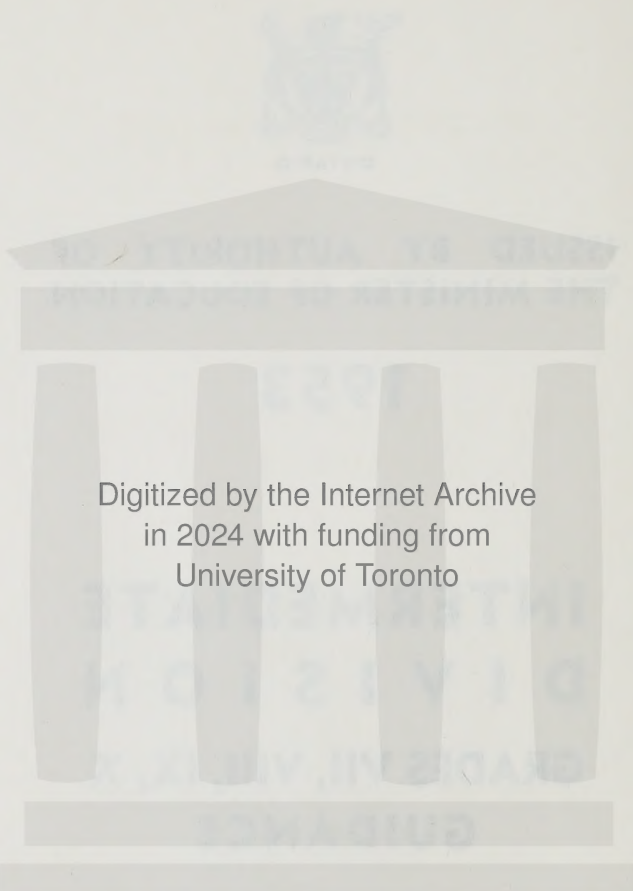
**INTERMEDIATE
D I V I S I O N
GRADES VII, VIII, IX, X
GUIDANCE**

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PART I

PHILOSOPHY AND PRINCIPLES

A. INTRODUCTION

Guidance in the Intermediate Division concerns the whole school staff. Too frequently guidance has been considered as a separate entity, whereas in reality it is a permeating philosophy of service which should integrate the whole school programme. It is directly concerned with the extent to which the school fosters the development of the individual, provides exploratory experiences, broadens interests, makes available accurate and up-to-date educational and occupational information, and provides facilities for counselling so that pupils may make intelligent decisions.

Child Guidance in the Primary Division and Guidance in the Junior Division have been concerned with the growth of the pupil, his adjustment to the school, the promotion of acceptable ideals and attitudes, and the development of an interest in the educational and occupational worlds. Guidance in the Intermediate Division carries on these features, but it also adds other features distinctive to this division. Young people of this age are experiencing great physical changes. Their rapid physical growth brings organic changes which require emotional adjustments. Their interests, also, are broadening and changing suddenly and violently. In fact, their entire social outlook is being transformed and is therefore presenting new demands which must be satisfied.

Modern society has created a world so complex that it challenges even the mature, the experienced, and the wise. Yet it demands of young people decisions that will affect their whole future. Guidance exists because young people must have information and help in making progress while they are at school, and help in understanding something of the occupational world into which they are going. They must learn to know something of their own strengths and weaknesses. They must have some basis for intelligent planning of a course of action. Finally they must have help in choosing, training for, and entering a field of work in which they will have a reasonable chance of success and of personal satisfaction, and in which they will also have an opportunity to make their personal contribution to society.

Any plan for organized guidance must recognize the fact that incidental guidance has always been a part of any good school programme; but it must make that incidental guidance more effective by special organization, scientific procedures, and co-ordination of all available means of help. It cannot operate successfully as an extra-curricular activity; a definite amount of time must be allotted to it during the school day. It cannot be left to chance and to the goodwill of some interested person; it must be made a major responsibility of those teachers best suited for it by personality and training. A full programme cannot be built overnight; the various phases must be allowed to develop in an orderly fashion. It cannot be superimposed on a school organization; a sound philosophy of guidance must gradually permeate the whole school.

Within the school the principal is responsible for the organization of the guidance programme. While this responsibility must always rest with the principal, it is expected that he will delegate as much responsibility as he deems advisable.

The size, organization, type, and staff of the school are factors to be considered in determining the extent to which guidance duties are assigned to others by the principal. No line of demarcation can be set, as the success of any guidance programme will depend, to some extent, upon the measure to which principals, directors of guidance, teacher-counsellors, and teachers work together in a programme which aims to help the individual to develop the ability to make wise choices, adjustments, and interpretations.

B. CERTAIN BASIC PRINCIPLES OF GUIDANCE

1. Guidance Is Not Dictation

Self-guidance is the ultimate aim. All through his life the individual will be faced with the necessity for making decisions; yet the child has no innate ability to choose wisely. There must be developed in him the power to make choices for himself. Even the best guidance counsellor has not the ability to blueprint a line of action for any student nor should he, under any circumstances, attempt to do so. Such dictation is neither necessary nor desirable. The average student can succeed in any one of a number of similar occupations for which he is fitted by reason of his particular pattern of skills and interests; conversely, he will face frustration and failure if he attempts a course of action for which he is not fitted. While the responsibility for final choice must rest with the individual, guidance does assume responsibility for providing tools and techniques so that the individual will be assisted in making an intelligent choice.

2. Guidance Is Broad and Comprehensive

Guidance aims to meet the actual needs of students as they arise. It gives information, such as how to organize

time for study in order to succeed at school, how to choose from among school courses, how to read a university calendar and to plan a university course, where to get authoritative information on occupational trends, what work a boy can expect to get if he leaves school at the end of Grade IX, what is a reasonable amount of time to spend on sports, and what are the requirements of different occupations. Both parents and students are asking and seeking the answers to these and other questions. Also, most students and parents find very difficult the important task of assessing abilities and weaknesses objectively. Here the school can give particularly valuable help by supplying information to which parents and pupils have not easy access.

3. Guidance Fosters an Interest in the Occupational World

One of the chief aims of guidance is to foster the natural interest which pupils have in the occupational world. This interest may be seen quite early in childhood in the games of youngsters as they take the part of doctors, nurses, teachers, or storekeepers in their play. Boys usually want to be cow-boys, policemen, firemen, aeroplane pilots, or truck drivers. Girls prefer to be nurses or teachers; some dream of becoming movie actresses or air line stewardesses. As children grow older, their interests gradually become more definite and specific. Ultimately these form the basis for vocational choices. This is a long, gradual process which must not be hastened.

The occupational interests of most adolescent students are still in the developmental period. They change frequently and are quite often based on wishful thinking or hero worship. Even so, they belong to a necessary stage on the road towards maturity and must be treated with consideration. No matter

how impossible or absurd a pupil's interests may appear, the teacher or counsellor should never express amusement, surprise, or disapproval. Most students are rather hesitant about discussing their secret ambitions, and unsympathetic reactions from an adult will certainly discourage them and lessen the opportunity for effective discussion at a later date. On the other hand, with encouragement and sympathetic guidance, these youthful interests can be changed and developed into practical plans for a career.

Few adolescents can project their occupational interests very far into the future. Hence the main purpose of the group work in the Intermediate Division must be to broaden their horizons and enlarge their fields of interests. This cannot be done merely by stressing occupational facts and figures. The broadening of interest is of primary importance.

At a time of developing interests, students should not be faced with the necessity of making occupational choices. In some instances, definite choices must be made with regard to the student's selection of school courses or his search for employment on leaving school. Otherwise students should not be expected nor required to do more than express their vocational interests. Vocational choice will come later. Meanwhile, the school can prepare students for this choice by broadening their occupational horizons, by supplying them with educational and occupational information, and by providing them with a friendly counselling service. Thus insight and knowledge are gained so gradually that the final vocational choice will come, not as a surprise or a shock, but, merely as the last step in a long process.

C. FUNDAMENTALS OF GUIDANCE

1. Orientation and Adjustment

When the change is made from one educational level to another or from school to work, there may be a very difficult adjustment to make. For example, students leaving one school to enter another face new subjects, new methods, new responsibilities, and new teachers. Much assistance can be given to make the adjustment less costly in time and emotional strain.

2. Study of the Individual Child

One of the major services in guidance involves knowing the individual. It is concerned with securing, recording, interpreting, and using information and data about the individual pupil. This is important in aiding the pupil to understand himself and in enabling counsellors and teachers to work more effectively with him.

While it is desirable, of course, that students and teachers understand each other as fully as possible, it must be remembered that teachers should under no circumstances seek information of a private or personal nature which either pupils or their parents might prefer not to reveal. It is obvious that the school must have certain information such as age, home address, telephone number, and the names of living parents. It is traditional to ask for certain other information which most students and parents give without question; for example, place of birth of the child, country of birth of the parent or parents, and number of children in the family. However such questions as "How much allowance do you get?", "How do you spend it?", "How many rooms are there in your house?", "How do your parents use their leisure time?", are likely to cause resentment. While such information might contribute

to the counsellor's knowledge of the child, it is not always possible to ensure that the attitude and motive in seeking it will be understood. It should be remembered that most students feel under some compulsion to answer questions that teachers ask them and to show no sign of resentment. When evidence indicates that certain personal information might be useful in effecting an adjustment, the school might ask for it, but only when the pupil and parents fully understand why the information is sought by the school, and only if they choose to give it.

This recommendation does not reflect upon the general use of the Student Information Form. It is a most convenient means of collecting information about work experience, vocational interests, hobbies, extra-curricular activities, and plans for the future. The right of the school to seek information about the student and his life at school will not be questioned if a sufficiently cordial relationship exists among teachers, students, and parents, and if the student is assured that all information is confidential. Moreover, the student should understand that it is his privilege to withhold information if he so desires.

Scientifically devised tests, when used in conjunction with all other means of observation, make a contribution to the understanding of the student. However, the tests should be introduced only when there is someone trained to use and interpret them.

“Human nature seems to be such that we always hope to find some magical instrument which will solve all our problems. Witness the chemist's centuries-long search for the ‘Philosopher's Stone’. Perhaps in the testing field we are just emerging from a similar state of development. Tests are very useful, but the ‘solution-to-all-problems

test' just doesn't exist. The advice given below regarding their use is designed particularly for guidance officers.

"First, these tests are simply measuring instruments like the yardstick or the scales. Also a test is designed to measure some particular characteristic of an individual, or some specific purpose, and does not measure all characteristics or serve all purposes. The guidance officer must choose the appropriate instrument and follow exactly the instructions for its use.

"Secondly, tests are not perfect measuring instruments and our results are always affected by errors of measurement. Even with the best intelligence test, for example, an error of ten points in the I.Q. obtained is not uncommon. However, these tests do give us the most accurate measurements which can be obtained at the present time.

"Thirdly, the tests may not always measure what they purport to measure. The test user must always examine the test material himself and make certain it is suitable for the specific purpose he has in mind. This is particularly important in personality and aptitude testing, since very frequently the designers of such tests have made no attempts to validate the tests. Great care must be exercised in the use of measuring instruments which have not been carefully validated.

"Finally, the beginning guidance officer will probably expect the tests to give him the whole answer, and may be discouraged when he finds that they do not. Just as in physics, chemistry, and medicine, the results must be interpreted by the one who obtains them. This is an important part of the guidance officer's work, and he

must do it carefully. The following points should always be taken into consideration in his interpretation: (a) the complexity of any situation involving a human being; (b) the weaknesses of the measuring instruments employed; (c) the necessity of studying all possible factors affecting any given situation; (d) the impossibility of ever attaining perfect prediction. To these should be added the importance of using the results of experience and common sense.

“The reader may ask whether, if the use of test results is so restricted, the tests are worth using at all. Tests give us valuable information, and there is no other method of getting it. By all means use these tests, therefore, but season the results generously with the clarifying salt of common sense.”

—R. W. B. Jackson, Ontario College of Education.
THE SCHOOL—Secondary Edition—February 1944.

Furthermore, the following general principles should be kept in mind by all those using tests:

- a. In no circumstances whatsoever should an I.Q. be given to a pupil or a parent. THIS IS IMPORTANT.
- b. Test papers should be kept under lock. The person responsible for tests should keep a careful record of every test paper, both used and unused.
- c. The actual content of tests should never be discussed with pupils or parents because familiarity with the general content of tests will destroy the value of future testing programmes.
- d. The results of tests of learning capacity (intelligence) should be expressed in a form which teachers can understand and use to advantage in their classwork, and

in a form which will not permit misinterpretation. Since the letter-grade classification has been used in many schools with very satisfactory results, this plan is recommended. The classification is as follows: A (superior), B (above average), C+ (high average), C— (low average), D and E (below average).

This classification has several advantages. It uses a system with which teachers are already familiar; it expresses the test results in broad groupings; it does not imply any precise degree of accuracy; it does not label a pupil. It is the only type of entry which should appear on school records for tests of learning capacity.

- e. The results of learning capacity tests may be interpreted to students and parents in relation to speed of learning or progress in academic subjects. Such discussions should always emphasize strengths rather than weaknesses. Impersonal references should be used, wherever possible, to avoid antagonism or resistance to suggestions. The following examples will illustrate how the results of learning capacity tests may be interpreted to pupils or parents during an interview:

- (i) "The tests which we have given you have confirmed the opinion of your teachers that you learn very quickly. Our experience has shown that students with ability such as yours can usually complete Grade XIII and university work successfully if they are willing to put forth sufficient effort."
- (ii) "You have earned a reputation in this school as a hard-working student. Your teachers have

commented on your co-operation and courtesy. These are your strong points, but, like everyone else, you have weaknesses too. You will probably have noticed that you have more difficulty than some other students with certain academic subjects. The tests which we gave you have confirmed this fact. It may have an important bearing on your plans for the future."

- (iii) "Your son, Johnny, is developing many worthwhile qualities. He is careful, neat, and accurate in his work. He has shown considerable artistic talent which should be encouraged. However, as you know, he does have considerable difficulty with some subjects. The tests which we have given him have confirmed the opinion of his teachers that he does not learn as quickly as many of the other pupils. We should keep this in mind in helping him plan his further education. We have had many pupils like Johnny and our experience shows that they have considerable difficulty with certain subjects. In order to succeed they have to work much harder than the other students, and usually repeat grades. This sometimes results in disappointment and frustration. It may be that this would not happen in Johnny's case. I know that we are both interested in his welfare and want to build his future around his abilities. We'll gladly co-operate with you in whatever decision you make regarding his future."

Principals, counsellors, and teachers are requested to follow closely these general principles of testing lest the

effectiveness of the whole guidance programme be destroyed through the misuse of one of its techniques.

3. Educational and Occupational Information

It is important that all pupils have access to accurate and up-to-date information concerning occupations and training opportunities. Sound decisions cannot be made unless they are based on factual data which is readily accessible to pupils, counsellors, and teachers. The following are some common methods used to ensure that information of this type is available:

(a) Files of Educational and Occupational Information

Educational and occupational information should be gathered in school files and made accessible. The file on education should contain the courses available at the student's own school and in other schools to which the student may have access, the admission requirements of higher institutions of learning, courses of study in Normal Schools, Universities, Technical Institutes, and the like.

The section on occupations should contain material of all types dealing with the various occupational opportunities open to the student.

(b) Audio-Visual Aids

Many useful films on guidance are available from the Audio-Visual Education Branch, Ontario Department of Education, Toronto, Ontario. The request for the loan of films should be made on the official application forms as far as possible in advance of the date the films are required.

(c) Talks by Outside Speakers

The best way to find out about an occupation is to work at it. Since this method is in most cases

impractical for students, talks on occupations are one means of helping them to get information. It is doubtful whether talks to the whole student body on a specific occupation have much value. But it has been proved that carefully planned addresses to students who have indicated a preference for a particular occupation are valuable. These should be encouraged, but only if the speaker is known to combine accurate knowledge with enthusiasm.

(d) Individuals Successful in their Vocations

In providing up-to-date information for young people who have a definite interest in an occupation, the school should not overlook the use of possible valuable help from sources within the community. People who are recognized as being successful in a particular field of endeavour and can be counted upon to combine accurate information with good judgment and enthusiasm may prove very helpful as outside counsellors. By enlisting the co-operation of leaders in the various occupations in the community, the school is able to provide a service for students which cannot be duplicated by the teacher-counsellors.

(e) Vocations Conferences

Some schools have used these to good advantage. They give the pupils an opportunity to get information from people successful in different occupations; they also establish a tie with the general public.

However, a Vocations Conference must be carefully organized. Upon request, the Guidance Branch of the Ontario Department of Education will furnish material on Vocations Conferences for schools attempting this type of project for the first time.

(f) Plant Visits

The value of plant visits has long been recognized in vocational education. With organized guidance which places emphasis on accurate and up-to-date occupational information, the need for these visits has spread to all departments of the school.

Excursions to factories, offices, and places of business are complementary to other methods used in bringing to students a general picture of the Canadian occupational world, viz., group work in guidance, career conferences, radio programmes, assembly speakers, etc.

The plant visit provides a logical follow-up to the foregoing procedures carried on within the school and at the same time establishes a tie with the general public which might well facilitate placement of graduates and drop-outs as well as the procurement of part-time employment.

The organization to permit plant visits varies with the school and the community. In general the best results are obtained when excursions are planned for small interested groups. This simplifies the supervision for all concerned and enables those participating to obtain the maximum benefit. The success of a venture of this kind depends to a large extent on careful planning on the part of the officials both at the school and at the place visited. Brief reports and class discussions following the visit will help to make plant visits more effective.

(g) Part-time Employment

Pupils who engage in part-time work after school hours and on Saturdays and those who secure

employment in vacation periods frequently gain much valuable experience. Not only do they have an opportunity to sample vocations, but they also have an opportunity to see other workers. Part-time employment might be encouraged when there is clear evidence that there will be no undue interference with their work at school.

4. Group Work Related to Guidance

Counselling is the distinctive service that guidance offers students. For many counsellors it is the most stimulating, the most satisfying part of their work. For that reason counselling is inclined to overshadow group work. But group work has an indispensable part to play in every complete guidance service, a part second in importance only to counselling. Counselling and group work so supplement and complement each other, so reinforce each other that neither can be as effective as it should be, if competent work is lacking in the other.

The following are some of the specific purposes served by effective group work:

- (a) It saves counselling time. A great deal of information is of common interest and importance to many students; for example, information about available courses. To give it individually to students in interview after interview is far too costly in interviewing time. It can be given as conveniently and often more effectively to a classroom group, thus reserving counselling time for individual needs.
- (b) If the student and the counsellor have become acquainted in a good classroom situation, the approach to the counselling interview is easier for both. The

interview can begin upon a foundation of friendly understanding and shared activity, and can proceed without delay to matters of individual need.

Questions raised in class often lead to interviews. Conversely, matters found through counselling to be of common interest can be aired in the classroom. Many counsellors find that they teach more effectively than ever before because of new insight gained through counselling, and that they counsel more effectively those students whom they also teach. This interplay between the counselling interview and the classroom is so valuable that it suggests that whenever possible the counsellor should be also the teacher of Occupations.

- (c) The group work provides an opportunity for the student to share opinions and reactions with others of his own age and interests. This pooled opinion of his fellows may carry more weight than the opinion of any single adult. If skilfully directed toward a desirable end it can help to promote wholesome attitudes and to establish good practices.
- (d) Group work, well done, ensures that all students will receive a share of the guidance time. Lacking time enough to do everything he would like to do, the counsellor has no choice but to do first what appears to be most urgent. The group work provides an opportunity for each pupil to express his views and to ask questions. He is also assured that when he wants help it will be available.
- (e) Often students can discuss impersonally, in class, problems which they hesitate to claim as their own in an interview. In doing so they find some release

from anxiety, some comfort in discovering that others have similar problems, and perhaps the beginning of a solution. The value of this opportunity for self-help and for growth toward mature attitudes cannot be over-estimated.

- (f) Group work provides an opportunity for the broadening of the student's horizons. It touches not only what concerns him personally but also his place among his fellows. It should help him to grow not only toward success and satisfaction for himself, but also toward awareness of how others live and work, of his dependence upon others, his responsibility to them, and the dignity of all honest work.

Group work in guidance should not be considered as being limited to those periods which have been especially assigned. Lessons in the regular subjects afford many opportunities for encouraging the pupil's intelligent interest in his own progress while at school and his own plans for the future. The teacher's best criterion of success in this work is the students' interest in it. Procedures may well be as untraditional as the subject matter. Both should be carefully planned, but the teacher should be ready to adapt and to improvise according to local needs, the interests of the students, and circumstances that develop from day to day. Everyone should learn, and no one should feel overburdened.

If subject-matter related to the students' immediate needs (for example, adjustment to the new school) is unmistakably realistic and helpful, there will be little difficulty in gaining acceptance later in the course for material related to more distant needs (for example, the study of occupations).

While details of the subject-matter should be tailored to fit the needs of each group to be served, there are certain

basic topics without which a course cannot be considered complete. All group work should include attention to orientation, occupational and educational information, study skills, and personal development. Even in courses in which the occupational choice has to some extent already been made, it is felt that as much as half the time should be spent on the major topic: a picture of the occupational world and training for it. This is so because early choice must be considered tentative since a major aim of the course is an understanding of the occupational world.

Within this general framework, emphasis should be allowed to vary freely according to the needs of the school. In the large complex school, for example, orientation should have considerable attention and should be a topic of lively interest. In the small school where physical orientation is easy, there does remain need for adjustment to new methods of work and to maturing social interests, but assistance with personal development may be a more pressing problem.

5. Counselling

Counselling represents the focal point of all guidance services within the school. Through the individual interview, an opportunity is afforded to bring the isolated threads of a guidance programme together in a meaningful and co-ordinated pattern, thus affording the student valuable personal aid in reaching decisions.

While much effective counselling has been done on an incidental basis in the past by principals and teachers, it is felt that the more formal interview common to an organized guidance programme calls for personnel who have been selected and trained for this specialized work. It is not inferred that the incidental counselling of the past should be supplanted but rather that it be strengthened through incorporation into

a co-ordinated plan. In so far as feasible, the counsellor should have responsibility for group work in guidance. This arrangement provides an opportunity to set the stage for the personal interview and serves also as a screening process for those requiring individual assistance. The counselling interview is a natural complement to group discussion. The teaching process is still very much a part of it except that it is on a more highly personal basis than in the classroom.

In selection of counsellors the following personal qualifications as stated in the National Vocational Guidance Association's pamphlet on Counsellor Preparation (1949) should prove helpful.

"A deep interest in people, patience with them, sensitivity to the attitudes and reactions of others, emotional stability and objectivity, a capacity for being trusted by others, a respect for facts—these are essential qualities in a good counsellor."

To the above one might add the more tangible aspects of adequate scholarship and proved ability as a teacher.

Experience and training cannot be over-estimated in this specialized area of guidance. The beginning counsellor would do well to proceed cautiously, confining the discussion to factual information with regard to occupational and educational planning. Through this common and accepted approach, the confidence of the counsellor is developed to the point where his interviewing may be expanded to include the more intricate aspects of individual work calling for specialized skills and techniques. An increasing number of request interviews directed toward a counsellor is usually an indication of satisfactory progress in dealing with the individual conference. A trend of this kind may be useful as a gauge in

determining to what extent his time is warranted for participation in this work.

In the more fully developed guidance programme an average of one period per week for each 20 students of enrolment is allotted to individual work. In view of this it is only reasonable to assume that principals and administrators are justified in being assured of the most efficient use of this time, especially if adequate provision has been made by way of physical accommodation for counselling. Careful attention to such details as the procedure for scheduling interviews, the length of the conference, attention to priorities, record keeping, etc., is important from the standpoint of effective use of time.

The wise counsellor will keep in mind the responsibilities of other staff members with regard to students and will more readily enlist their co-operation by a flexible arrangement for scheduling interviews. The following plan is proving satisfactory in some schools. The interview appointment form is presented to the teacher concerned a day or two before the interview is to take place. If a test or new work has been planned for that period, the form is returned to the counsellor bearing the initials of the teacher. This indicates that another time for the interview would be in the best interests of the student and it gives the counsellor an opportunity to make other arrangements.

In most cases a predetermination of the length of interview is impractical. The time factor is dependent not only on the material at hand but also on the relationship existing between the parties involved and the extent to which the conference is justifying itself in value received on the part of the student. From the standpoint of effective use of time, it is just as inefficient to end an interview at the point when it is about

to prove most fruitful as it is to prolong it far beyond the point where any useful purpose can be served. Recognition of the proper moment for the termination of the interview requires great skill on the part of the counsellor.

To be efficient a counselling service should be readily available to all students, particularly at the time when it can prove most useful to them. While an increase in the number of individual requests for counselling is to be desired, there will always be a need, in dealing with immature people, for having organized staff participation in screening and selecting students on the basis of the priority of need for individual assistance. A counselling schedule flexible enough to provide immediate attention to student requests and to referrals on the part of the principal, staff, and parents will prove more valuable than one designed only for routine counselling of the student body. Attention should be given early in the year to all newcomers to the school as well as to those students enrolled in grades which represent milestones in their educational career.

With the realization that education is a co-operative effort on the part of the school, home, and community the alert counsellor recognizes that parent interviews are extremely helpful in the successful counselling of students. Acknowledging that the school exists to assist the home, not to replace it, the counsellor should welcome and encourage contacts with parents and afford them high priority in the counselling scheme. Also included in this enlarged sphere of interviewing is the increasing demand for this kind of help from out-of-school youth in the community.

The interview report should provide an accurate, permanent record for future use in assisting the student. Above all

it should present a clear account of the conclusions reached and any suggested plan of action. Stereotyped terminology is to be avoided and comments of a subjective nature should be treated with care. While it is important that it should be completed as soon as possible following the conference, still more important is the information which it contains and the use made of it. Counsellors may be tempted to make notes during the interview as a means of facilitating the completion of the report. In general this practice is to be discouraged because of its detrimental effect in maintaining a satisfactory counselling relationship. However, exception may be made in the case of certain impersonal and factual information which would be difficult to recall in detail at the time of writing the report. A suitable explanation should be made and the student's permission obtained before recording this kind of data during the interview.

The confidential nature of the report calls for careful handling and filing in the cumulative record folder of the student. Occasionally during the interview voluntary information of a highly confidential nature is divulged by students. The counsellor may feel that because of the nature of this information, which might be useful at a later date, the initials of the counsellor in a conspicuous place on the form would serve to indicate that further detail was available on request from the counsellor with the approval of the student. The principal and other teachers should also use this means of indicating confidential information. The use made of the data contained on the interview report calls for good judgment on the part of the counsellor, who must always maintain respect for that confidence which the student has placed in him. This information is an important link in the counselling process and should not be filed away and forgotten. It calls for skilful handling on the part of responsible staff members in seeing that the best use is made of it.

6. Placement

Having given assistance to pupils in their choice of life work, the school, through its teachers and counsellors, must seek to help them secure suitable employment. Because of its intimate knowledge of students, it is in a particularly favourable position to place them. Placement is an integral part of any full guidance service, not in competition with any national employment plans, but in co-operation with them.

7. Follow-Up

The guidance service should follow young people (retirements and graduates) into employment at least until there is reasonable assurance of successful adjustment. Follow-up serves also to evaluate the effectiveness of the guidance service.



PART II

ORGANIZATION FOR GUIDANCE

A. INTRODUCTION

The organization for guidance should be very flexible so that it meets local needs. If effective work is to be done, guidance must be an activity in which all staff members have an interest, even though it may not be possible for all to participate as teacher-counsellors. A recommended organization which has been effective in many schools is a staff committee headed by a **trained** teacher-counsellor who strives to provide an opportunity for the active participation of all teachers, although it may not be possible to give all teachers allotted time for guidance work. In addition to co-ordinating the guidance work within the school, the staff committee should strive to effect co-operation with all agencies in the community which are interested in the welfare of young people.

While the amount of time given to guidance work in different schools will vary for many reasons, an adequate service can be expected only when provision is made for individual work as well as the many phases of group work related to guidance. All schools, regardless of size, have the facilities for handling certain group work related to guidance. Individual work will supplement and make effective the group work. In moderately-sized and large schools the time objective per week for counselling should be one period of approximately

40 minutes for each 20 students in the school. Effective work can be expected when this objective of time is reached if the school has personnel trained in guidance work and provides a reasonable amount of clerical assistance.

In organizing for guidance, it is advisable that as far as possible those who have assigned time for counselling be given responsibility for classroom work related to guidance. In the larger schools there will also be teacher-counsellors to whom it is not possible to assign such group work.

B. HEAD OF A GUIDANCE DEPARTMENT

In moderately-sized and large schools a principal may wish to name one teacher as head of the guidance department. It is recommended that this be done only when the following conditions can be met:

1. The school has heads of other departments.
2. The teacher named as head of the guidance department holds the guidance certificate required by regulations of the Ontario Department of Education, and devotes the major portion of his time to guidance work.
3. **At least** two other teachers who may properly be called teacher-counsellors have time assigned by the principal for individual work in guidance.
4. The total time assigned by the principal for individual work is at least the equivalent of one teacher's timetable.

It is recommended that the title **head of a guidance department** be used when the teacher concerned has the responsi-

bility for co-ordinating the guidance services in only one school and that the title **director of guidance** be reserved for an individual who has responsibility for the guidance services in more than one school.

C. DIRECTOR OF GUIDANCE

In a large town or city, the task of co-ordinating the work of schools and teachers, and of the special services and public relations required by a complicated and variegated world of work, can be effected best by a director of guidance. In less thickly-populated areas, supervision over a convenient group of schools or a school area may be undertaken by a director. In all cases, the director of guidance, who shall hold the guidance certificate required by regulations of the Ontario Department of Education, will be responsible to the administrative officials for the specialized work in guidance and also for methods of making more effective the regular teacher's part in the guidance programme.

D. PHYSICAL ACCOMMODATION AND EQUIPMENT

In the larger schools it is desirable to have a classroom for group work in guidance. It should be properly equipped with shelves for reference books and pamphlets, bulletin boards, screen, black curtains, etc., to permit the use of slides, film strips, and motion pictures. This room should be adjacent to the room or rooms for counselling. This guidance unit should be located near the school administrative offices.

The guidance unit should contain a sufficient number of small interviewing rooms to ensure that interviews can be

conducted in privacy, free from interruptions, and in a reasonably comfortable and informal setting. Office furnishings should include a filing cabinet and cupboard space, both of which can be locked, and desks, chairs, and tables.

E. PERSONNEL FOR GUIDANCE

It is impossible to show definitely the division of the duties in guidance since all teachers should participate, with each contributing according to his interests, abilities, and training. The following is merely suggestive.

1. Principal

Whatever the organization, the principal is ultimately responsible for the guidance programme in his own school. It is the duty of the principal to provide time and accommodation for group work and counselling, to select personnel to do the work, and to instruct members of the staff in their responsibility to the programme.

2. Teachers

The teacher is responsible for the student's interest and success in his subject, and for educational and occupational information regarding it. It is his special task to establish a warm, friendly, co-operative atmosphere in which the individual students, their parents, and the teacher may be able to work with mutual confidence and understanding.

The teacher should be constantly on the alert to detect cases which he may be unable to handle because of a lack of time necessary for complete diagnosis and because of limited training in the guidance field.

3. Teacher-Counsellors

In choosing teachers who are to be allotted time for certain specialized work in guidance the principals may find the following information helpful:

The teacher-counsellor must first be a successful subject teacher, for he must have an understanding of classroom instruction, and he must command the respect of pupils, teachers, principal, and parents. He must have a fundamental liking for people, particularly young people, a warm and sympathetic and yet objective understanding of them. Similarly he should have a broad interest in the world of work outside his own academic field. He should have ability to stimulate and challenge students and fellow-workers to their best effort toward desirable ends. He should be socially mature. He should be tactful and co-operative in order to gain the confidence of students and to enlist the support of staff and outside agencies. He should have some capacity for detail and method. He should have plenty of common sense, good judgment, and enthusiasm. Above all, he should be a person of discretion, responsibility and integrity, because of the personal and confidential nature of the work. He should be prepared to take training.

Among the duties which administrative officials may assign to teacher-counsellors are the following:

- a. Assisting in the orientation of pupils.
- b. Assembling up-to-date information regarding vocations and educational opportunities, and distributing such information to teachers, pupils, and parents.
- c. Directing the administration of all tests of learning capacity, aptitude, interest, achievement, etc., and assuming responsibility for the proper interpretation of the tests used.
- d. Advising the principal and the board regarding student cumulative records, the setting up and organization of the records in the school, the transfer of records as the pupil moves from one school to another, and the final

filing of the records when the student withdraws from school.

- e. Teaching the classes in group work in guidance, or Occupations, in all grades in which provision is made for such instruction.
- f. Arranging to be available at stated times for interviewing parents and students.
- g. Instituting follow-up surveys of students in employment to ascertain whether the training received has been suitable and whether the student has proved to be as satisfactory as expected.
- h. Familiarizing themselves with the principal occupations of the community.
- i. Co-operating with the personnel officers of the various industries and with the National Employment Service in endeavouring to place students in suitable employment.
- j. In co-operation with the principal relating guidance to the other phases of the curriculum.
- k. Interpreting guidance to the general public.
- l. Interviewing pupils for the purpose of making recommendations to the principal regarding transfer to other courses. When recommendation regarding transfer is made, the principal may require the teacher-counsellor to interview the parents.
- m. Assisting in the identification of pupils who may profit by special instructional services such as remedial, enriched or special education, and those who may need other special consideration.

F. OTHER AGENCIES

The solution of many problems will require more specialized training than teachers and counsellors will have. The services of all individuals and organizations which can assist in the adjustment of young people should be enlisted. For example, certain emotional problems will require the services of psychologists and psychiatrists.

The school should be ready to enlist the co-operation of agencies and societies which are interested in the welfare of young people, as the school and many other agencies are partners in working for the best development of youth.



PART III

GROUP WORK RELATED TO GUIDANCE **Grade VII**

A. GENERAL STATEMENT

“Group work plays an indispensable part in any guidance programme. At first this may seem surprising, since the one-to-one aspect of counselling has been so frequently emphasized. In actual practice both individual and group methods are used as supplementary techniques, each making its own contribution. It has been found, for example, that students will readily accept group judgments which they have helped to formulate. Thus the group method is often used successfully to awaken in the student a sense of responsibility, to develop proper attitudes and ideals, or to create interest in the occupational world. Sometimes a group discussion method will solve emotional problems which cannot be dealt with in an individual interview because of emotional blocking. The indirect, impersonal group approach, in such situations, may provide an opportunity for the release of tensions and the development of more desirable attitudes. For example, the timid child who discovers through group discussion that most other children are afraid of the dark, may be helped towards a satisfactory adjustment especially if the pupils are encouraged to discuss various positive methods that they have used to overcome fright.

“Furthermore, the group method is economical since a great deal of the information needed by students is of general interest to the whole class.”

—GUIDANCE IN ELEMENTARY SCHOOLS
Ontario Department of Education, 1949.

The curriculum of the Intermediate Division serves a dual role: it provides a well-rounded course for the pupils who leave school by the time they reach the age of sixteen, and it provides an exploratory period in which pupils who are likely to remain in school and to enter the Senior Division will select the course in which they expect to specialize. Every effort must be made to assist the pupils to make the vital decisions which they face at this time.

The study of the individual child and his adjustment to his environment were outstanding features of guidance in the Primary and Junior Divisions. It is expected that they will continue in the Intermediate Division. But pupils begin to need, in addition, more specialized information. Specific counselling time is more urgently needed; group work assumes even greater significance. The pupils should continue to obtain much useful occupational and educational information through the regular school subjects and through plant visits, films, books, and pamphlets. These avenues are, however, no longer sufficient. Since pupils in Grade VII are moving toward important decisions, certain topics, although touched incidentally in regular subjects of the curriculum, need more emphasis than they are given there. Group Work related to Guidance as part of the Social Studies offers a means for pointing up these topics and giving them the additional emphasis which they need.

The equivalent of one period a week throughout the school year is a reasonable amount of time to be given to the teach-

ing of these special topics. This work should be treated as part of the Social Studies and should be additional to all the information that can be given through other subjects of the curriculum.

B. AIMS

1. To help students to become adjusted to the Intermediate Division of studies.
2. To arouse an interest in further education and to assist the student in making decisions with regard to choice of exploratory options.
3. To provide useful social experiences in keeping with the physical and mental development of this age group.
4. To develop satisfactory attitudes and goals.
5. To create in the student an interest in individuals, their potentialities, limitations, and relationships.
6. To improve study habits and learning techniques.
7. To develop favourable attitudes and an enquiring state of mind toward the world of work and preparation for it.

C. CONTENT OF THE COURSE

Group I — Our School

1. Our School Plant
2. Who's Who
3. Rules, Rights, and Responsibilities

Recommended: SCHOOL INFORMATION OUTLINE.
The Guidance Centre, Ontario College of Education, Toronto,
Ontario

Group II

See THE BOBBY G. Following are the headings for chapters in this text-notebook:

Why Bother With An Education

1. Let's Quit School
2. Why Go To School?
3. The Value of School Subjects
4. You are Important to the School
5. Help Yourself

People Act Queerly

6. Singing Carols
7. A Story From The Captain's Book
8. How Personality Traits Develop
9. The Boy With The Temper Tantrum
10. The Shy Child
11. The Selfish Child
12. The Show-Off
13. The Know-It-All
14. The Inferiority Feeling
15. The Struggle

16. The One Who Tries to Escape
17. The Well-Balanced Person

Your Best Foot Forward

18. First Impressions
19. Desirable Behaviour
20. Consider the Other Fellow
21. Co-operation

Stories of Successful Canadians

22. Big People
23. More Big People
24. And More Big People

Foundation Stones of Success

25. The Foundation of Success
26. Your Education

Introduction to Occupations

27. Jobs of Yesterday and To-day
28. What of To-morrow?

D. RECOMMENDED TEXT-NOTEBOOK

The text-notebook recommended for Grade VII is *THE BOBBY G* by David G. MacIntyre and Marvin W. Rice. It is available from The Guidance Centre, Ontario College of Education, Toronto, Ontario.

"The title, *THE BOBBY G*, is taken from the name of the unique home, designed in truly nautical fashion, of the old sailor, Captain Bob, who is a person of wide experience and a keen understanding of people. Captain Bob is the central character of the story, and the Bobby G, the rendezvous of the local children, is the main setting.

"The material, as it is intended to provide a foundation for group work related to guidance in later grades, has been kept general and informal. Care has been taken to adapt vocabulary, content and sources of interest to the capacities of the average pupils.

"The questions in the 'For Discussion' section following each story are simply suggestive. They direct attention to and emphasize the principal ideas presented in the story. Other questions equally effective in directing discussion will readily occur to the teacher. The essential matter is that questions upon important points are evaluated in discussion. A group discussion which enables the pupils to compare their own opinions with those of others stimulates their thinking, widens the range of their ideas, and challenges them to set themselves higher goals. Recent investigation in the fields of mental health and social relationships supports the view that the environment which encourages boys and girls to discuss freely a problem in

human relations significant to the group is most favourable for growth toward maturity."

A Teacher's Handbook for use with THE BOBBY G. By David G. MacIntyre and Marvin W. Rice. The Guidance Centre, Ontario College of Education, Toronto, Ontario.

E. FOSTERING AN INTEREST IN THE WORLD OF WORK

Children have a natural interest in the world of work, a natural respect for people who get things done. This is evident in their watching people at work, and in the fact that much of their play imitates work.

Every effort should be made to keep this interest alive during the years that the child is in the process of choosing his own occupation and preparing for it, and until it finds its natural outcome when the child becomes an adult worker with a good attitude to his job and toward other workers.

Of first importance is the teacher's own attitude toward work and workers. There are many opportunities in the classroom to stimulate, incidentally, interest in all worthy occupations, and to emphasize the dignity of all honest work and the interdependence of workers. The following are some special means that may be used:

1. **Outside Visits.** Many schools arrange for Grade VII students to make several visits outside the school during the year. Such visits are often made to a newspaper plant, the local waterworks, a dairy, a bakery, a fire-hall, or a museum.

2. **Current Events.** Topics in current events often have a direct relationship to guidance work. A newspaper clipping may stimulate discussion. If sufficient interest is shown by the class, the discussion may serve as the introduction to some larger guidance topic.
3. **Projects.** Many projects, especially in Social Studies, may serve incidentally to stimulate interest in the occupational world; for example, projects on pioneer life in Canada, on transportation, or on the oil industry in Alberta.
4. **Audio-Visual Materials.** Pictures, films, and radio broadcasts may all be used to stimulate interest. For example, the film COFFEE FROM BRAZIL TO YOU might lead to a series of discussions about coffee-growing, transportation, merchandising, and advertising, and would suggest also the interdependence of workers.
5. **Other Opportunities.** There will be many other opportunities for stimulating interest, for example, a safety campaign, a hobby show, an industrial exhibition, a dental inspection. The fact is that discussion about the world of work will come spontaneously if an opportunity is given. The teacher can use such discussions to broaden the occupational horizons of the pupils.

F. REFERENCES

1. For Teacher Use

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PART IV

GROUP WORK RELATED TO GUIDANCE Grade VIII

A. GENERAL STATEMENT

"The first assumption is that the aim of all education is to help people to live happy, efficient, well-adjusted and healthy lives. This means that the process of education is the guidance of individuals in learning the habits, attitudes and skills which contribute most to an 'abundant' life . . . there are two powerful sets of influences in the life of the child—his home and his school. It is in these two institutions that the most important experiences occur to determine the kind of start he will have in life and to a great extent whether he will be well-adjusted and happy, or maladjusted, inefficient and unhappy.

"Mental hygiene objectives are attained when the whole nature of the child is taken into consideration and chances are given for healthy social and emotional development. The school which graduates boys and girls who are lacking in social and emotional maturity fails even if scholarship and high intellectual standing are attained. The teacher teaches boys and girls, and not just subject matter."

A MENTAL HYGIENE APPROACH TO EDUCATION. By K. S. Bernhardt, M.A., Ph.D., Professor of Psychology, University of Toronto, in Some Data on Mental Health Problems in Canadian Schools—Report No. 2 of The National Committee for School Health Research.

To accomplish the foregoing, guidance in Grade VIII is concerned with those phases of the school programme which assist pupils to adjust to their rapidly expanding physical and social environment. By so doing it broadens their interests in the home, the school, and the community.

A very important function of guidance in Grade VIII is to stimulate interest in the occupational world. Occupational choice should not be emphasized except for those individuals who are leaving school to enter the world of work. Young people of this age are going through a very important stage of occupational interest. It can be expected that many of them will change their interests suddenly. This should be no cause for concern. In fact this shifting of interests can be used advantageously if the teacher, through a kindly interest in the pupils' interests, creates in their minds an awareness of the occupational world.

Much of this work can be accomplished through such subjects as English, Social Studies, and Health Education. It is expected that much will be done in this way, but the young person in Grade VIII is approaching that stage where decisions are becoming a greater responsibility, and more emphasis than can be given incidentally through the regular subjects becomes a necessity. Best results, therefore, can be expected when, in addition, time is allowed in the Social Studies for discussion centering on certain topics which would seem to warrant special emphasis. The equivalent of one period per week through the year is a reasonable amount of time to devote to these special topics.

B. CHOICE OF SUBJECTS IN GRADE IX

The provision of wider opportunities for choice in Grade IX creates the necessity of effective guidance before the pupil enters that grade. The principal, the home-room teacher, and

the counsellor of Grade VIII pupils must be well informed on the courses in Grade IX and X, in order that they may give the type of guidance which will be most helpful to the pupil and his parents, who must make the final choice of course or subjects in Grade IX. Printed and mimeographed material, class discussions, and interviews should be used to ensure that the pupil and his parents are thoroughly familiar with the courses open to the pupil when he enters Grade IX.

In those places where the pupil can enter only one school offering Grade IX courses, visits may be arranged so that the pupils may become acquainted with the staff, the school building, and the courses offered. If the pupils have a choice of schools offering Grade IX courses, such visits are not always advisable until the pupil and his parents have made at least a tentative choice. These visits may be so arranged as to include activities such as attending classes, special programmes, and talks by principal, teachers, and counsellors.

C. CONTENT OF THE COURSE

Group I — Our School

1. This Year at Our School
2. Planning for Grade IX

Recommended: SCHOOL INFORMATION OUTLINE.
The Guidance Centre, Ontario College of Education,
Toronto, Ontario.

Group II — See Growing Up

Following are the headings for the chapters in this text-notebook:

- | | |
|-------------------------|-----------------------|
| 1. How We Grow | 3. What Are You Like? |
| 2. How We Are Different | 4. What Do You Want? |

- | | |
|--------------------------|--|
| 5. Success and Failure | 17. Courtesy |
| 6. How We Learn | 18. Your Manners |
| 7. You and School | 19. Emotions |
| 8. Rules and Regulations | 20. Controlling Fear |
| 9. Your School Report | 21. Controlling Anger |
| 10. How To Study | 22. You and Your Folks |
| 11. Your Next School | 23. Co-operation |
| 12. Hobbies | 24. Making Decisions |
| 13. Spare-time Jobs | 25. Why Work? |
| 14. Community Activities | 26. Choosing a Vocation |
| 15. You and Your Health | 27. Studying Occupations
and Industries |
| 16. Good Grooming | |

D. RECOMMENDED TEXT-NOTEBOOK

The text-notebook entitled GROWING UP by M. D. Parmenter is recommended for Group II. It is available from The Guidance Centre, Ontario College of Education, 371 Bloor Street West, Toronto, Ontario. Each student should have a copy of GROWING UP.

"In preparing GROWING UP care has been taken to group related topics and to have topics appear in what to some extent seems a natural sequence. Topics 1 to 5 constitute a beginning group. Topics 6-11 constitute a group. Topics 12-14 are related; they have to do with out-of-school activities. Topics 15-18 are also related, as are 19-21, 22-24, and finally 25-27. The teacher planning to deal with, say, fifteen topics during the year would be well-advised to consider first topics 1-5. These topics are basic to all work in human relations. However, after dealing with the first five, the teacher may make his or her own selection as to which ones to consider next. Composition of the class, student interests, nature of

the community, reference materials available, and the teacher's own feelings of competence to handle particular topics well should all play some part in selecting topics for consideration. While topics are to some extent grouped as indicated above, it is not necessary to consider all topics in any one group. Each topic in the book may be made to stand completely on its own feet and therefore the teacher may actually in practice select the topics in any order desired. It is a good idea to plan in advance just what topics are to be considered during the year. It is also advisable, however, to be ready to change such a plan if such change seems desirable. Suppose advance plans call for two periods on topic 19—Emotions. Class interest in this topic, however, indicates that more time should be spent on it. In such a case it may be advisable to omit certain other topics and to spend four or more periods on the important matter of Emotions. If the teacher keeps the aims of this work firmly in mind, he or she will not be too much concerned with 'getting over' a certain number of topics, but with more important matters."

Instructor's Guide to GROWING UP. By M. D. Parmenter. The Guidance Centre, Ontario College of Education. Copyrighted 1952.

E. ASSIGNMENTS AND EXAMINATIONS

Since the purpose of the work in this grade is to provide some information, develop interests, formulate ideals, foster desirable attitudes, and provide help in life planning, it is almost impossible to measure progress during this period. Therefore, it is not considered desirable to set any formal examination on matters dealt with in GROWING UP.

F. INTRODUCTION OF TOPICS

Guidance in this field is concerned with assisting the pupils to become aware of matters important to their development. It, therefore, seems best not to attempt to build a store of factual information but rather to develop guided discussion groups wherein the members of the class explore together the questions and problems in which they are interested. These group discussions must not be haphazard or aimless. One educator has remarked, "Discussion gives the teacher a chance to **control** the class, not dominate it; a discussion class socializes the group and develops ease of expression with the absence of self-consciousness; and it creates a happy, wholesome, sympathetic relationship between classmates and the teacher."

There are many ways in which the suggested topics can be introduced. The following are a few suggestions:

1. Use some point in a lesson in Social Studies which has some bearing on the topic.
2. Read a short story (or part of one).
3. Read a newspaper report on some incident or development related to the topic.
4. Introduce the lesson by using some event or observation which has been made.
5. Arrange for a panel discussion on the topic. This is particularly valuable for the topics of Rules and Regulations, How to Study, and Manners.
6. Use a suitable moving picture or filmstrip.

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H. BULLETIN BOARD MATERIALS

1. Clippings from newspapers and magazines, which contain material relating to topics which have been considered or are being considered.
2. V.G.C. GUIDANCE POSTERS. The Guidance Centre, Ontario College of Education, Toronto, Ontario.
3. V.G.C. LOOKING AT HOBBIES POSTERS. The Guidance Centre, Ontario College of Education, Toronto, Ontario.
4. V.G.C. LOOKING AT JOB POSTERS. The Guidance Centre, Ontario College of Education, Toronto, Ontario.



PART V

COURSE OF STUDY IN OCCUPATIONS Grade IX

A. AIMS

1. To aid the student in discovering and measuring his capacities, abilities, and real interests.
2. To lead the student to a realization of the value of training in school and out.
3. To give a general picture of the Canadian occupational world so that the student may realize that there are hundreds of ways by which a living is made.
4. To aid the student in developing a technique or method for investigating any occupation under consideration as a possible future vocation.
5. To encourage the student to search out, when faced with the need for making important decisions, pertinent information likely to help in making such decisions—to encourage him, in short, to base his decisions on facts.
6. To aid the student in obtaining adequate and accurate information about schools, courses, hobbies, and occupations, so that he may have facts on which to base decisions.

7. To assist the student in making **tentative** plans for the future.
8. To bring the student to a realization of the importance of wise use of leisure time to round out vocational life.
9. To make students familiar with ways and means of locating and obtaining a position, and making advancement in the world of work.
10. To lead students to a sympathetic understanding of the problems which face workers in various occupational fields.
11. To show how dependent the workers in one occupational family are on those in all other families, thus indicating the importance of all honourable work and breaking down to some extent "occupational snobbery."
12. To make it abundantly evident that health habits, character, willingness to work hard and to co-operate, ability to get along with others, and many other personality traits are closely related to success and good citizenship, no matter what occupation is selected.

B. ASSIGNMENTS

It is important that teachers do not give assignments which are burdensome or beyond the capabilities of the students. Assignments for which pupils must interview individuals outside the school, or for which they must write to outside firms or agencies, should be kept to a minimum, lest such assignments cause inconvenience or annoyance to those from whom information is desired. Students should, however, be encouraged to contribute clippings, pictures,

and other readily accessible information on occupations for the school files. They may also be asked to write essays or prepare a poster on an occupation in which they are interested under such a heading as "An Occupation in Which I am Interested" or "Why I am Interested in the Occupation of . . ." When students may do so without giving offence or divulging confidential information, they may make reports on the occupations of their parents. When this is done with the consent of parents, teachers should caution students that no information on earnings is to be given.

C. EXAMINATIONS

The course in Occupations for Grade IX does not lend itself to formal examinations. An important purpose of guidance is to awaken the individual to a sense of responsibility and a realization that through persistent study of himself and the educational and occupational worlds, he can improve his chances of success. Progress in this direction cannot be measured. For this reason, it is impossible to test pupils in guidance.

While it is strongly recommended that no marks or grades in guidance be placed on school records or reports to parents, it is reasonable to expect that teachers of classes in Occupations may wish to evaluate class exercises, notebooks and simple assignments, and, in some cases, it may be desirable to put such grades as are given on school records and on reports to parents. If this is done they should **never** be headed as Guidance, but rather as Group Work in Guidance or Occupations.

D. NOTEBOOKS

Each pupil should keep a notebook for information gained in class, and for other educational and occupational infor-

mation which he has gathered. The text-notebooks of The Guidance Centre are recommended. The titles are YOU AND YOUR FUTURE, EXPLORING OCCUPATIONS, and SUCCESS IN THE WORLD OF WORK.

E. CONTENT OF THE COURSE

I. The New School

While all teachers have a responsibility in helping young people to adjust to a new school, the course in Occupations offers an excellent opportunity to give basic information which cannot always be presented effectively in the home-room period. The amount of time which is necessary for this phase of the work will vary greatly in schools. Small schools may be able to do an effective job in six or eight periods while large schools will need much more.

Topics

1. Environment, equipment, personnel
2. Rules, rights, and privileges
3. Use of library, extra-curricular activities
4. Opportunities offered by the various courses
5. Qualities necessary for success in any course
6. Subjects required for various certificates

Recommended Text-Notebook

YOU AND YOUR FUTURE. By M. D. Parmenter.
The Guidance Centre, Ontario College of Education,
Toronto, Ontario, 1953.

References

Detjen, M. F., and Detjen, E. W. YOUR PLANS FOR THE FUTURE. McGraw-Hill Book Company Inc., New York, N.Y., 1947. (McGraw-Hill Book Company of Canada Limited.)

SCHOOL INFORMATION OUTLINE. Vocational
Guidance Centre, Ontario College of Education,
Toronto, Ontario.

II. You and Your Future

In dealing with this topic, it is important to recognize that the interests of many young people in Grade IX change very suddenly. The purpose of this topic is to encourage interest in the occupational and educational worlds by an emphasis on training along general cultural lines, as well as on preparation for an occupational field.

Topics

1. Planning Your Vocation
2. Taking Stock of Yourself
3. School Subjects and Related Occupations
4. Improving Yourself
5. Efficient Work Methods
6. You and Your Leisure Time
7. Exploring Occupations: General Treatment

Recommended Text-Notebook

YOU AND YOUR FUTURE. By M. D. Parmenter.
The Guidance Centre, Ontario College of Education,
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III. Exploring Occupations

The purpose of this section of the course is to arouse interest in the occupational world, to foster good attitudes toward work and workers, and to show that decisions about

choice of occupation must be based upon accurate and up-to-date information. It is not intended to give a mass of detailed information or to encourage immediate occupational choice. The eventual aim is growth toward power to make intelligent decisions when they must be made and power to take intelligent action.

Students should grow in understanding of the way of life of workers in different occupational fields and at different occupational levels. They should begin to realize that their own way of life is made possible through the effort of countless workers in many fields, and that they themselves as workers must contribute to the common pool of goods and services. They should grow in awareness of the interdependence of all workers and of the dignity of all honest work.

They should learn a method for investigating an occupation, and what information is available in the school. They should learn that choice of occupation must be based upon what the individual has to offer by way of skills, interests, and training, as well as upon opportunities available, and that job satisfaction is dependent first upon good choice and then upon honest effort.

Topics-

1. Agricultural occupations
2. Hunting and trapping occupations
3. Logging
4. Mining and quarrying
5. Manufacturing and mechanical occupations
6. Construction occupations
7. Transportation and commerce
8. Trade and finance

9. Clerical occupations
10. Professional service occupations
11. Public service occupations
12. Recreational service occupations
13. Personal service occupations
14. Labouring occupations
15. Homemaking as an occupation

Recommended Text-Notebook

EXPLORING OCCUPATIONS. By M. D. Parmenter.
The Guidance Centre, Ontario College of Education,
Toronto, Ontario, 1953.

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Brewer, J. M., and Landy, E. OCCUPATIONS TODAY. Ginn and Company, Boston, Mass., 1949. (Ginn and Company.)

Hoppock, Robert. GROUP GUIDANCE, PRINCIPLES, TECHNIQUES, and EVALUATION. McGraw-Hill Book Company Inc., New York, N.Y., 1949. (McGraw-Hill Book Co. of Canada, Limited.)

OCCUPATIONAL MONOGRAPHS. The Guidance Centre, Ontario College of Education, Toronto, Ontario.

IV. Success in the World of Work

Information on how to be successful in one's occupation should form a part of any service which helps a student in planning his future education and his life work. While girls and boys at this level are encouraged to prepare themselves for the important task of a vocational choice, they should

also be encouraged to cultivate early those qualities and skills which will add to their chance of obtaining a position and succeeding in a chosen career. Help of this kind will be particularly valuable to those who find it necessary to take employment before completing their education, as well as to those who carry on part-time jobs. Emphasis on the fact that a good education contributes to one's success in the world of work should prove helpful in encouraging students to remain in school.

Topics

1. The meaning of success as applied to one's life work
2. The value of education as insurance for success in the world of work
3. What have you to offer?
4. Finding the vacancy
5. Letters of application
6. Application forms and special tests
7. The employment interview
8. Making progress on the job

Recommended Text-Notebook

SUCCESS IN THE WORLD OF WORK. By M. D. Parmenter. The Guidance Centre, Ontario College of Education, Toronto, Ontario, 1952.

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V. Supplementary Topics

While the foregoing topics represent the fundamentals to be covered in the Grade IX course, it is realized that there will be a shifting of the emphasis to meet the needs of the individual school and community. Where it is felt that there is something to be gained by broadening the course beyond the fundamentals or by dealing with some of them at greater length, additional study of the following topics might be made. It is hoped that any use made of these suggestions will be adapted to local conditions.

Topics

1. Planning for Grade X
2. Study habits
3. Scholarships, bursaries, and prizes
4. Student aid services within the school community
5. The importance of having goals (tentative vocational objectives)
6. The wise use of leisure time (hobbies, etc.)
7. Factors affecting choice of occupation
8. Interdependence of workers

9. Surveys of local business and industry
10. Apprenticeship training
11. Labour legislation
12. Part-time work
13. Night schools, correspondence courses

Recommended Text-Notebook

TEXT-NOTEBOOKS—UNITS I, II, III. By M. D. Parmenter. The Guidance Centre, Ontario College of Education, Toronto, Ontario.

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PART VI

GROUP WORK RELATED TO GUIDANCE

Grade X

A. GENERAL STATEMENT

Grade X represents a milestone in the student's career. To some it means the termination of formal education while to others it will be significant because it represents the last stage before admission to the Senior Division of studies.

Every attempt has been made up to this point to avoid the two common errors of trying to induce students to decide their life-work, and of studying only those particular occupations in which they are interested at the time. The main purpose of guidance preceding Grade X (except in the case of those students who are leaving school) is to start pupils thinking about choices, to give them some insight into the world of work, to give appropriate help in studying interests and abilities, and to assist in educational planning.

Pupils in Grade X are confronted with a definite choice. They must make up their minds whether to go on for further education or to withdraw from school to enter the world of work. They are seeking the answers to such questions as the following: "What course should I take in Grade XI?" "Should I take the subjects leading to university or take a secretarial course?" "Where can I get more training in electricity?" These and similar questions will be raised by pupils.

In helping students, teachers and counsellors should remember the following:

1. Many teachers, because of their background, put a high value on university training, and many unconsciously create an impression that it is a great misfortune not to be able to go to university. It may well be that we fail to foster the understanding that all occupations which make a contribution to our community living have dignity and status and value no matter what they are.
2. Education should prepare for a richer and fuller life. Education can not be measured in dollars and cents only.
3. Previous work in guidance is extremely important. Before interviewing students, counsellors should make a careful study of past records, particularly reports of counsellors.
4. A first function is the supplying of accurate and up-to-date educational and occupational information. The studying of many occupations should precede any choice.

While much individual work must be done in supplying information relating to the pupil's plans, a great deal can be done through group work. If the organization of the school will permit, one period a week should be allotted to topics of common interest.

B. CONTENT OF THE COURSE

I. Self-Appraisal and Improvement

Topics

1. Individual differences
2. Discovering one's abilities
3. Discovering one's interests

4. The importance of personality
5. The best use of leisure time

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Andrews, E. W. LOOKING AHEAD. Row, Peterson and Co., Evanston, Ill., 1941. (The Copp Clark Co. Ltd.)

Crow, A., and Crow, L. D. LEARNING TO LIVE WITH OTHERS. D. C. Heath and Co., Boston, Mass., 1944. (The Copp Clark Co. Ltd.)

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Hamrin, S. A. FOUR SQUARE PLANNING FOR YOUR CAREER. Science Research Associates, Chicago, Ill., 1946. (W. J. Gage and Co. Ltd.)

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Parmenter, M. D. YOU AND YOUR FUTURE. The Guidance Centre, Ontario College of Education, Toronto, Ontario, 1953.

Paulson, Blanche. PEOPLE ARE DIFFERENT. Bureau of Child Study, Board of Education, Chicago, Ill., 1945.

II. Further Education and Training

Topics

1. What is Education?
2. Educational Planning

3. Knowing Yourself
4. Your Goals
5. Financing Further Education
6. Secondary Schools
7. Universities and Colleges
8. Normal Schools, Schools of Nursing
9. Provincial Technical Institutes
10. Private Trade Schools and Business Colleges
11. Other Schools
12. Apprenticeship
13. Planned Reading Courses
14. Hobbies, Casual Reading, and Miscellaneous Educational Avenues
15. Your Educational Plan

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V.G.C. MAILING SERVICE. The Guidance Centre, Ontario College of Education, Toronto, Ontario.

III. Efficient Work Habits

Topics

1. How to Improve Your Reading Skills
2. How to Improve Your Study Habits
3. The Use of a Time Schedule
4. Efficient Work Habits on the Job

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- Falk, R. YOUR HIGH SCHOOL RECORD—DOES IT COUNT? South Dakota Press, Pierre, S.D., 1945.
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- Wrenn, C. Gilbert. STUDY-HABIT INVENTORY. Stanford University Press, Stanford, Calif., 1940.

IV. You and the World of Work

Topics

1. How to Get the Job
2. How to Adjust to the Job
3. Advancement on the Job
4. Relationship to Other Employees
5. Labour Organizations

References

- Dreese, M. HOW TO GET THE JOB. Science Research Associates, Chicago, Ill., 1941. (W. J. Gage Co. Ltd.)

Parmenter, M. D. SUCCESS IN THE WORLD OF WORK. The Guidance Centre, Ontario College of Education, Toronto, Ontario, 1946.

V. Vocational Standards and Business Education

Topics

1. Life Insurance
2. Annuities
3. Minimum Wage Laws
4. Unemployment Insurance
5. Budgeting
6. Income Tax
7. Banking
8. Mortgages and Loans

References

Brown, Howard E. YOUR LIFE IN A DEMOCRACY.
J. B. Lippincott Co., New York, N.Y., 1944. (Longmans, Green and Co.)

COMMON BUSINESS FORMS

V.G.C. MAILING SERVICE. The Guidance Centre,
Ontario College of Education, Toronto, Ontario.

C. INTRODUCTION OF TOPICS

Young people of this age are thinking more seriously of the time when they will be taking their place as young adults either on the job or as students in more advanced courses. In striving to reach maturity, adolescents are very conscious of themselves as individuals and are concerned about their abilities, aptitudes, interests, and personalities.

Self-appraisal and improvement have a special appeal to all who are passing through this impressionable stage. For these reasons the approach to the Occupations course should be more practical than in earlier grades and should be an attempt to provide tangible assistance in solving the problems common to this group.

The information provided should be factual and detailed enough to satisfy those who are either choosing further educational pathways or planning to transfer to the world of work. Practical suggestions regarding self-appraisal, correction of weaknesses, and the development of desirable personality should be provided.

The following are some methods which may be used in dealing with selected topics:

1. The completion and discussion of a simple interest inventory such as the one appearing in PERSONNEL WORK IN HIGH SCHOOL, by Germane and Germane (Topic 1).
2. The discussion of simple means of appraising one's abilities and aptitudes through hobbies, work experience, extra-curricular activities, school achievement, etc. (Topic 1).
3. The keeping of an individual time schedule showing the distribution of time for in-and-out-of-school activities during one week. (Topic 3).
4. The completion and discussion of a simple study-habits inventory followed by exercises to develop reading skills (Topic 3).
5. The provision of time in the classroom for the reading of pamphlets from the files of educational and occupational information (Topic 2).

6. The giving of practical assistance in interpreting calendars prepared by institutions of higher learning (Topic 2).
7. The relating where possible of topics from Social Studies to topics from the Occupations course.
8. Practice in answering job advertisements (Topic 4).
9. The use of attractive bulletin board displays prepared co-operatively by the teacher and the class.
10. The visiting of industry, business, or other local institutions for study related to the course.
11. The carrying out of a brief survey of the community from the standpoint of job possibilities (Topic 4).
12. The use of outside speakers.
13. Practice in the completion of various common business forms (Topic 5).
14. The showing of suitable films and filmstrips.
15. The preparation and use of charts showing courses offered within the school (Topic 2).
16. The encouraging of pupil participation through such devices as debates, oral compositions, and panel discussions.

PART VII

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Longmans, Green & Co., 215 Victoria Street, Toronto.

Macmillan Co. of Canada Ltd., 70 Bond Street, Toronto.

McClelland & Stewart Ltd., 215 Victoria Street, Toronto.

McGraw-Hill Book Co. of Canada, Ltd., 50 York Street, Toronto.

McLeod, George J., Ltd., 117 Peter Street, Toronto.

Moyer School Supplies, Ltd., 106 York Street, Toronto.
Musson Book Co., Ltd., 103 Vanderhoof Avenue, Toronto.
Nelson, Thos. & Sons, Ltd., 91 Wellington Street West,
Toronto.
Oxford University Press, 480 University Avenue, Toronto.
Pitman, Sir Isaac & Sons, (Canada) Ltd., 383 Church Street,
Toronto.
Renouf Publishing Co., 1433 McGill College Avenue, Mont-
real, P.Q.
Ryerson Press, The, 299 Queen Street West, Toronto.
Saunders, S. J. Reginald & Co. Ltd., 84 Wellington Street
West, Toronto.
University of Toronto Press, University of Toronto, Toronto.
The Guidance Centre, Ontario College of Education. 371
Bloor Street West, Toronto 5, Ontario.
Winston, The John C. Co., Ltd., 60 Front Street West
Toronto.



